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ABSTRACT

This reader, the fourth in a series of six, was developed to support one-to-one tutoring of adults in a reading program. It contains language experience stories and their accompanying skills exercises and comprehension questions. The reading level of the readers correlates to the reading levels of the Laubach Skill Books available from Laubach Literacy International. They are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader. Reader 4 correlates to Skill Book 4 and above. Titles of stories in this reader are The Story of Deer, Peter's Day, My Children, A Drop-Out, Keeping Busy, Dolly, My Trip, A Good Deed, The Best Thing That Ever Happened to Me on Halloween, Story of Pigs, Sarah's House, and A Special Day. A tutor's guide to use of the reader is provided at the front of the reader. Student and tutor evaluation forms are appended. (YLB)

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PROJECT P.R.O.U.D.

BOOK 4

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PROJECT P.R.O.U.D. READERS

These readers were developed through a 310 Grant funded by the Federal Government to support a tutor training project. Project P.R.O.U.D. is an acronym for People Reading Their Own Unique Dictations. This project was designed to eliminate the problems associated with book-centered, one-to-one tutoring: uninteresting, non-pertinent material focusing on single reading skills rather than reading as communication; lacking in learner-centered activities, confirming low self-worth attitudes and the feeling of being a one-of-a-kind reader. Tutors using the language Experience approach with their students wrote these stories and used them as a teaching tool with their students in their lessons. This approach was learner-centered rather than skill-centered, with the student as an active, creative, equal participant in the learning-teaching process. The method utilized the unique experiences, knowledge and concerns of the students. The vocabulary, exercises and comprehension questions produced from the student's own words were more meaningful to the student.

The language experience stories and their accompanying skill exercises and comprehension questions were submitted by the tutors and students and collected into six readers/books. Through these readers, the students are able to share their experiences with other students, get recognition of the value of their communications and learn about other students' experiences and similar problems and concerns, as well as learning reading, decoding and comprehension skills. It is our hope that you as tutors will find these readers a valuable teaching tool to use as supplementary material in your one-to-one tutoring.

Director: Monica Kindig
Typist: Bunny Moon
Artist: Margaret Cieply

TUTOR'S GUIDE FOR PROJECT P.R.O.U.D. Readers

A. How to Choose the Right Book/Level

The reading level of the P.R.O.U.D. readers correlates to the reading levels of the Laubach Skill Books in that they are graduated from a lower reading level in the first reader to a higher reading level in the sixth reader.

Reader #1 correlates to Skill Books, 1, 2, and 3

Reader #2 correlates to Skill Books 3 and 4

Reader #3 correlates to Skill Books 3 and 4

Reader #4, 5, and 6 correlate to Skill Book #4 and above

Choose a reader correlating to the Skill Book your student is now working in OR you may wish to start with the first reader regardless of the Skill Book you are using in order to access the full collection of stories which may interest your student.

B. How to Use/Read the Readers

1. Together, review the vocabulary in the box and any other appropriate vocabulary in the story:

   a. To read words:

      1. Sound out the beginning letter of the word

      2. Break it into syllables

      3. Sound out the syllables

      4. Sound out the word

   b. Discuss word meaning

   c. Use word in a sentence

2. Using the duet reading method, read the story with your student. If you know that your student can read the story comfortably without duet reading, allow the student to read it alone.

3. Read each sentence orally and have the student read each sentence after you.

4. Proceed to fill in exercise. Student should read each sentence and fill in the missing word. If this proves difficult for your student, remind the student to look back to find the exact sentence printed in the story.

5. Complete the remaining exercises and comprehension questions.

   NOTE: The last set of comprehension questions is geared to help your student form an opinion and possibly generate a story.

6. REVIEW: Read the story together again.

C. Is the Book You Chose Appropriate for Your Student?

1. If the story was too simple and the student wants more of a challenge, select the next higher book.

2. If the story was too difficult and the student would like an easier one, select the next lower book.

D. Other Suggested Uses

1. For an alternative, read the story to your student. This is particularly valuable if your student is interested in a story which has a reading level or vocabulary level much higher than your student's current reading skills.

2. Have your student read the story onto a tape for independent use at home, or to listen to in class while following along in the book.

3. The vocabulary in the stories will contain words which only need to be read orally for meaning in the story and do not need to be learned. Focus on vocabulary to learn that is a part of "everyday" usage.

   (Check your tutor handbook for Fry and Dolch lists)

4. Make up your own exercises as you see a need or interest develop for your student. Check your tutor handbook for other exercises you may use. Flash cards may be a useful tool in learning new vocabulary words.

5. You know your student best. Do the exercises which apply to your student's level. If an exercise is too difficult—skip it.

E. POINTS TO REMEMBER WHEN USING P.R.O.U.D. Readers

1. Readers should not be used consumably

   Use transparency overlays for puzzles or activities in the readers. Transparencies can be obtained from the office.

2. Students should be encouraged to keep a notebook in which to record answers to the comprehension questions or to write their own stories.

3. Students should always respond to written or verbal questions in complete sentences.

BOOK 4

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STORY OF DEER
by Lyle T. Nearhood

first	cleaning	walked
body	mean	think

I went with
Dale and John.
We went to Scotia
the first day
of hunting season.
We all went up
to one place
and sat
for a long time.
I moved
to a hollow.
That's when
I saw
about an inch
of his horn.

I waited
for awhile
and then I saw
his full body.
Then I shot
my three point buck
with my 30-30
about ten thirty
in the morning.
I didn't think
that I got him.
I walked up
to where
John was sitting
to see
if he saw him.
He said no.

But he said,
to go down to
where Dale was.
He was cleaning
my deer.
When we came home,
Mom asked
"Who got the deer?"
Dale and John said
that Ike did.

That's when
Shannon said
that I killed
her cow.
She said that
I was mean.

FILL IN THE MISSING WORDS

1. I _____ with Dale and John.

2. We went to Scotia the _____ day of hunting season.

3. We all went up to one _____.

4. I _____ to a hollow.

5. That's when I _____ about an inch of his horn.

6. Then I saw his full _____.

7. I didn't _____ that I got him.

ADD S AND READ

ONE	MORE THAN ONE
place	place__
time	time__
cow	cow__
horn	horn__
day	day__

MATCH THE WORDS

went	SAW
hunting	THAT
time	WENT
saw	TIME
that	HUNTING

WORD FIND

S	H	O	L	L	O	W	THEN
T	H	E	N	S	U	P	ALL
S	S	S	S	A	S	S	HOLLOW
S	T	S	S	L	S	S	TO
S	O	S	S	L	S	S	UP

THE STORY

1. Where did the author walk?

_____

2. Who was cleaning the deer?

_____

3. What did the author's Mom ask?

_____

YOUR TURN - TELL ABOUT YOU

1. Did you ever go hunting?
2. Have you ever watched deer in a field?

PETER'S DAY
by Peter Matsushima

coffee	dinner	salad
cook	milk	

I will cook
dinner tonight.
First
I will make
patties.
I will put
the hamburgers
in a pan.
I will put
French fries
in the oven.
Chuck and I
made the salad
last night.
We put carrots,
tomatoes,
mushrooms,
and green pepper
in the salad.
We will have milk,
orange juice,
and coffee.

FILL IN THE MISSING WORDS

1. I will _____ dinner tonight.
2. First I will _____ patties.
3. I will _____ the hamburgers in a pan.
4. I will put French fries in the _____.
5. Chuck and I _____ the salad last night.
6. We put carrots, tomatoes, mushrooms _____ green pepper in the salad.
7. We will have _____, orange juice and coffee.

MATCH THE WORDS

make	COOK
juice	TONIGHT
dinner	JUICE
cook	DINNER
tonight	MAKE

WORD FIND

M	S	S	D	I	N	N	E	R	MILK
I	S	A	S	S	S	I	S	S	DINNER
L	S	L	S	S	S	G	S	O	SALAD
K	S	A	S	S	S	H	S	V	NIGHT
S	S	D	S	S	S	T	S	E	OVEN
S	S	C	O	O	K	S	S	N	COOK

THE STORY

1. Who will cook dinner?

_____

2. Who made the salad?

_____

3. When did they make the salad?

_____

4. What did they put in the salad?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you like to cook?

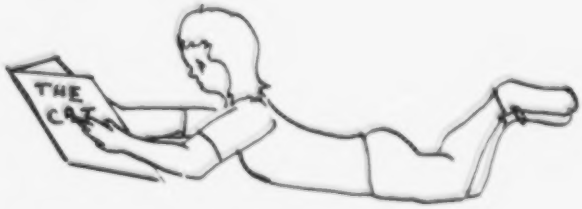
2. What is your favorite dinner?

MY CHILDREN
by Roswell Babcock

color	speech	animals
children	classes	

I have three children,
two girls
and one boy.
Jody is five now.
She will be six
October 18th.
Jynell is ten right now
and little Ronnie
is three on March 3.

Jody goes to Head Start.
She is learning
speech and
language better.
She likes to do
a lot of art work.
At night
my wife and I
do decorations
for the classes
for the holidays.
Each week they go
they have a
different name tag.



Jynell is in
about 5th grade.
She likes to read a lot.
She likes to read
especially
about animals.

Ronnie likes
to make things,
and paste things,
and color.
When he gets
to make things
it is
clean up time.
He gets
the glue
over his hands.

FILL IN THE MISSING WORDS

1. I have _____ children,
2. two girls and one _____.
3. Jody is _____ now.
4. She will be _____ October 18th.
5. Jynell is _____ right now
6. and little Ronnie is _____ on March 3.

MATCH THE NUMBERS

one	1
two	10
three	2
five	5
six	3
ten	6

WORD FIND

B	O	Y	W	S	W	IS
W	W	W	W	I	W	BOY
T	W	W	W	X	W	BE
E	W	I	S	B	E	SIX
N	W	W	W	W	W	TEN

THE STORY

1. How many children does the author have?

_____

2. What is Jody learning at Head Start?

_____

3. What does Ronnie like to do?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you spend much time with children?

2. What kinds of things do you like to watch children do?

A DROP-OUT
by Anonymous

grade	school	year
quit	teacher	

I quit school
in the tenth grade
two years ago.
I quit because
I didn't like
the people.
They aggravated me.
In about
the seventh grade
school started
getting harder.
The teahers
didn't do anything
to help me.

By now I know
that I need a
better education.
I looked for
somebody to
teach me.
It took a long time
to find somebody.
I finally found
the Literacy Council.
They sent me to a tutor.

In these two years
I read better.
I have gone from
Skill Book 2
to almost the end of
Skill Book 4.
I hope to
get my G.E.D.
and to get a job.

FILL IN THE MISSING WORDS

1. I quit school in the tenth grade _____ years ago.
2. I quit because I didn't _____ the people.
3. They aggravated _____.
4. In about the seventh grade school started _____ harder.
5. The _____ didn't do anything to help me.

ANSWER YES OR NO

1. I quit school in tenth grade.	YES	NO
2. I liked the people at school.	YES	NO
3. I need a better education.	YES	NO
4. In seventh grade school was easy.	YES	NO

WORD FIND

P	Q	U	I	T	P	P	P	HARDER
S	P	P	P	P	P	P	P	BOOK
C	B	O	O	K	P	P	P	SCHOOL
H	P	T	U	T	O	R	P	QUIT
O	P	P	P	P	P	P	P	TUTOR
O	P	P	P	P	P	P	P	
L	P	H	A	R	D	E	R	

THE STORY

1. Why did the author quit school?

_____

2. Did it take the author long to find a tutor?

_____

3. Is the author going to stop studying?

_____

YOUR TURN - TELL ABOUT YOU

1. How has learning to read helped you?

KEEPING BUSY
by Gary Belinda

helping	busy	brothers
working	little	house

I have been busy
helping my Dad
build an addition
on to the house.
It is
thirty feet
by ten feet.
It has three rooms.
There is a
bedroom, bathroom
and a porch.
It is for Brian and Jeff,
my two little brothers.
Me, my dad,
and my brother, Greg
put the roof on
the other night.
We have been
working on it
for three or
four months.

FILL IN THE MISSING WORDS

1. I have been _____helping my dad
2. build an addition on to the _____.
3. It is thirty feet _____ ten feet.
4. It has _____ rooms.
5. There is a bedroom, bathroom _____ a porch.
6. It is for Brian and Jeff, _____ little brothers.
7. Me, my dad and my brother, Greg,
   put the _____ on the other night.
8. We have been _____ on it for three or four months.

ADD S AND READ

ONE	MORE THAN ONE
room	room__
month	month__
night	night__
brother	brother__

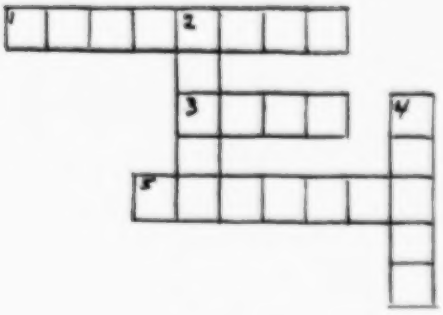
MATCH THE NUMBERS

two	3
three	2
four	30
ten	10
thirty	4

CROSSWORD PUZZLE

ACROSS

1. I have been helping my dad build an _____.
3. We put the _____ on the other night.
5. I am _____ my dad.



DOWN

2. It has _____ rooms.
4. We put the roof on the other night.

WORD BANK

three	roof
addition	hours
two	helping
porch	night

THE STORY

1. What has the author been busy doing?

_____

2. How many rooms does the addition have?

_____

3. How many brothers does the author have?

_____

YOUR TURN - TELL ABOUT YOU

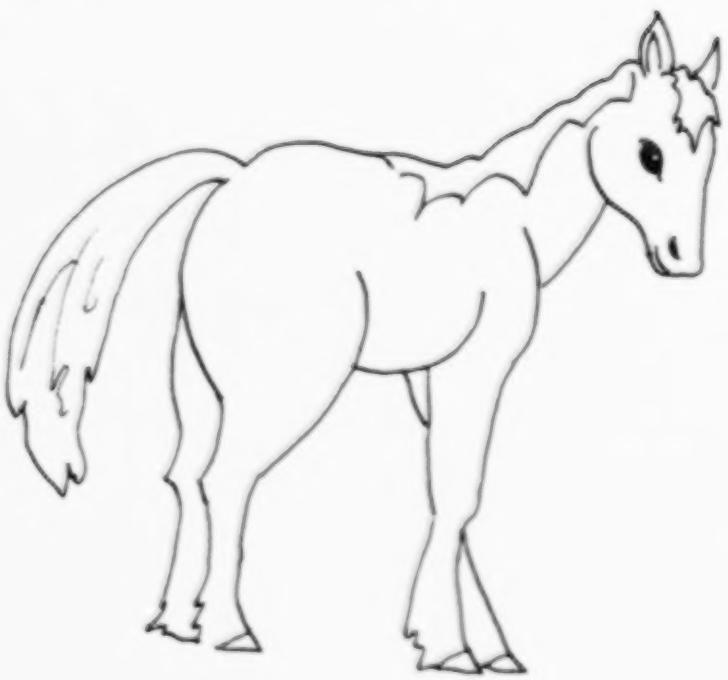
1. Would you enjoy building something?

2. What would be a fun project for you?

DOLLY
by Sarah Koston

pasture	horse	evening
field	stable	
chore	morning	

Dolly is the horse
that I ride
when I have to get
the cows
from the pasture field
on the mountain.
I go up
to take the cows
to the pasture field
at 8:30 in the morning.
This chore takes
half an hour.
Then Dolly goes
into the horse barn
to eat grass.
After that
she goes
in the horse stable
for most of the day.
She eats
her horse feed
and hay
while she is there.



Dolly is a palamino.
She is a
friendly horse
to ride.
Everybody rides her.
She is a quiet horse.
She has
a long horse tail
and she has
pointed ears
and only one horseshoe
left on.
Sometimes
she gets cramps
in her legs.
She stops
to wait on me
to take her
in her pen

to put
the horse saddle
on her
when we get
the cows down
from the pasture field
after 2:30.
Dolly and I
walk side by side
every morning
and every evening too.

FILL IN THE MISSING WORDS

1. Dolly is the _____ that I ride.

2. I go up to take the _____ to the pasture field.

3. This _____ takes half an hour.

4. Dolly goes _____ the horse barn.

5. After that she goes in the horse _____.

6. She eats her horse feed and hay _____ she is there.

ADD S AND READ

ONE	MORE THAN ONE
cow	cow__
field	field__
hour	hour__
barn	barn__
day	day__
tail	tail__

MATCH THE OPPOSITE WORDS

up	down
day	stay
her	night
go	him

WORD FIND

M	C	O	W	M	M	BARN
D	M	M	M	M	B	COW
A	M	H	A	S	A	HAS
Y	M	M	M	M	R	DAY
M	O	N	E	M	N	ONE

THE STORY

1. Where does Dolly go to eat grass?

_____

2. Is dolly a friendly horse?

_____

3. When does the author take the cows to the pasture field?

_____

YOUR TURN - TELL ABOUT YOU

1. Did you ever ride a horse?
2. Would you like to live on a farm?

MY TRIP
by Thelma Crum

tickets	second	piano
rocking	school	people

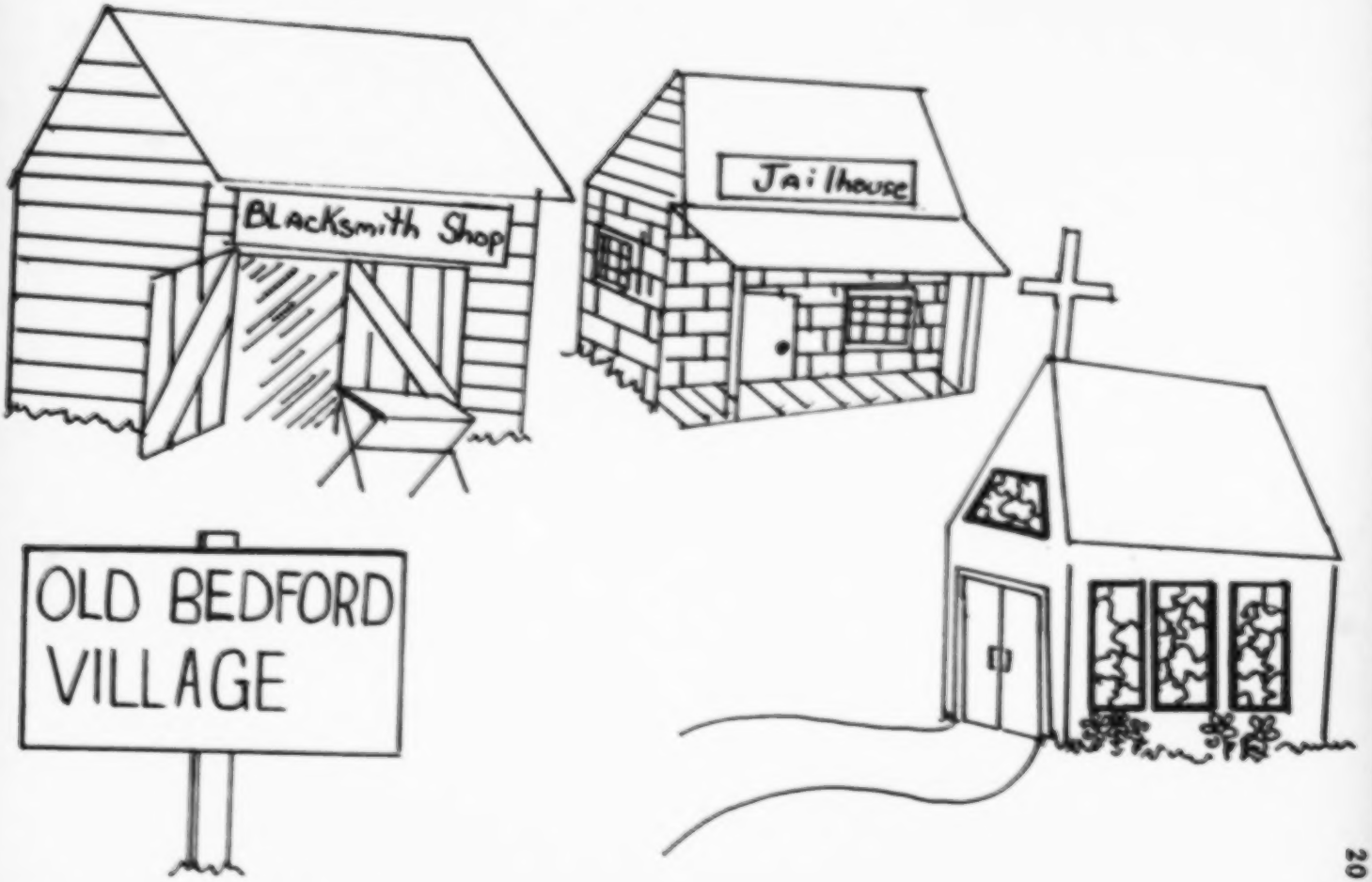
On July 4, 1984
we went
to Old Bedford Village.
First, we went
over an old
covered bridge.

The first building
we went into
had coal furnaces,
and then they had
old doll cribs,
rocking chairs
and high chairs.
They had
ladies there
that told us
about the
furnishings.
We even went upstairs
and saw the beds.
The bedrooms
were fixed with
beds and chairs.

The second house
we went into
had old tables.
They had a
table there that
was flipped
upside down,
and it could be
turned out
to eat on it.
There was a lot
of old houses
with a lot of
old furniture.

It was a big area
where they had
the houses.
The ladies there
were dressed

MY TRIP



20

in caps and
long dresses.
Some wore blue.
We also saw
a school room
that had
nice looking desks.
There were
two ladies there,
and one asked
what she could
teach us today.
We saw a jailhouse.
I didn't think
that looked very nice.
Where they had the beds
was awful.
Then we looked
at a church.
That really was
a nice little church.
It had
nice looking carpet.
George said,
"It looks like
they have
a pump organ."
The piano was
on the other end.

Then we went to
a blacksmith's shop.
There was a man
doing something
over a fire
and hammering.
Some of the places
had pottery.
I think the place
that made it was closed.

One house
we went into
used stone
to make
a fireplace.
They had two there.
On the plaques
outside they had
the dates
of the houses
and the people
that donated
some of the
furnishings.

We went
into a bakery.
I think that
there were
two ladies
dressed up.
The other ladies
were baking cookies.
They had some
delicious cookies.
I bought myself
a cookie.
It was a
snickerdoodle.
It was nice,
large and crisp.

They had
a craft shop
where they
sold things.
They had
a lot of
wooden things
like toys.
There was
a little duck.
We saw men
carving them out.
On one table
they had large toys
that children can pull.

After we were there
we went to a
restaurant
up the street.
It was not far from
the village.
It was a nice
restaurant.
It had a lot of
people in it.
I had a beef sandwich,
French fries and
hot tea.
They really
piled the meat
in the sandwich.

I enjoyed it very much.
It was a nice ride over.
It did rain a little,
but we didn't
get wet too much.

FILL IN THE MISSING WORDS

1. On July 4, 1984 we _____ to Old Bedford Village.
2. We had to _____ tickets.
3. First, we went to an _____ covered bridge.
4. We parked the _____ on a parking lot.
5. We went _____ a bakery.
6. I think there were _____ ladies dressed up.
7. The other ladies were _____ cookies.
8. I bought _____ a cookie.

ADD ED AND READ

NOW	IN THE PAST
park	park___
cover	cover___
fix	fix___
dress	dress___
look	look___
turn	turn___

MATCH THE OPPOSITE WORDS

old	woman
down	big
long	new
man	up
little	short

WORD FIND

T	P	B	I	G	P	OLD
W	P	P	P	P	T	BIG
O	P	O	L	D	O	CHURCH
P	P	P	P	P	Y	TOYS
P	P	P	P	P	S	TWO
C	H	U	R	C	H	

THE STORY

1. Where did the author go on July 4, 1984?

_____

2. Where did they park the car?

_____

3. Did it rain that day?

_____

YOUR TURN - TELL ABOUT YOU

1. Would you like to visit Old Bedford Village?
2. Which building do you think you would enjoy the most?

A GOOD DEED
by Howard Hazel

evening	longer	problem
teacher	thanked	

One evening
when class was over
at Vo-Tech
Harold went out
to his car.
He couldn't get in.
He had locked
his keys
in his car.
He came back
to the classroom
to ask if anyone
had a piece
of wire
to unlock his car.
In the room
were five or six students,
two tutors,
and Mary, the teacher.
At first
no one could help.
Everyone looked
at Harold.
He later said
he was embarassed.

I thought
about his problem
for a few seconds.
Then I said,
"I think I have
a piece of wire."
I went out
to my car
and looked
in the back seat
and on the floor.
No wire.
Finally I opened
the trunk lid
and moved stuff
around:
a spare tire,
a jack,
my took box,

and two rags.
At last I found
a stiff
piece of wire
about two feet long,
and I gave it
to Harold.
He bent a
"u" shaped hook
on the end.
Then he took the wire
and went over
to work on his car.
I looked
in my trunk
for a longer
piece of wire
because it would
work better
to reach
the doorlock.
After five
minutes or so
Harold did it.
He reached in
from the top
of the window
with the wire

When Harold
gave the wire back
he thanked me.
That's about it.
I was glad
to be able
to help him.

FILL IN THE MISSING WORDS

1. One evening when class was _____ at Vo-Tech, Harold went out to his car.
2. He couldn't _____ in.
3. He had locked his _____ in his car.
4. He came _____ to the classroom to ask if anyone had a piece of wire to unlock his car.
5. In the room _____ five or six students, two tutors and Mary, the teacher.

ADD TWO LITTLE WORDS TO MAKE A BIG WORD

class + room = _____

any + one = _____

door + mat = _____

door + way = _____

every + one = _____

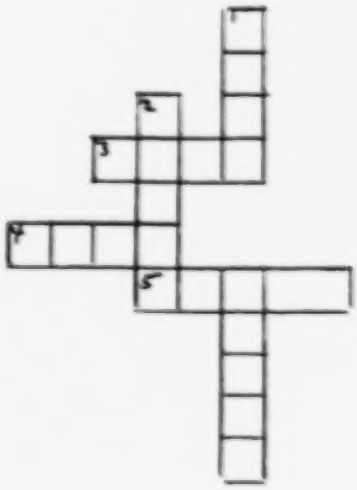
CROSSWORD PUZZLE

<u>ACROSS</u>

3. There were _____ of us.
4. He locked his _____ in the car.
5. Harold's _____ helped him.

<u>DOWN</u>

1. He needed a _____.
2. At _____ no one could help him.
6. He opened the _____ lid.



<u>WORD BANK</u>

five	wire
keys	first
tutor	trunk

THE STORY

1. What had Harold locked in the car?

_____

2. How many students were in the room?

_____

3. Who thanked the author?

_____

YOUR TURN - TELL ABOUT YOU

1. Did you ever lock your keys in your car?

2. Have you helped a friend? How?

THE BEST THING THAT EVER HAPPENED TO ME ON HALLOWEEN
by Margaret Cieply

picked	liked	people
dressed	fifty	

Last Halloween
I got my
engagement ring.
I had picked it out
beforehand,
but I got it
that day.
Me and John
went to a big party
at a camping lodge.
We dressed up
as scarecrows.
Straw was coming
out of our clothes.
There were about
fifty people there.
Everyone
liked our costumes,
but my ring drew
even more
attention.
I think
my girlfriend, Cheryl
was more excited
about the ring
than I was.
She kept
showing it off
all night.

FILL IN THE MISSING WORDS

1. Last Halloween I got my engagement _____.
2. I had _____ it out beforehand, but I got it that day.
3. Me and John _____ to a big party at a camping lodge.
4. We dressed _____ as scarecrows.
5. There were about _____ people there.

WORD FAMILIES

ADD A LETTER AND READ

Add r __ing

Add s __ing

Add k __ing

Add p __ing

Add w __ing

MATCH THE WORDS

ring	PEOPLE
lodge	THERE
people	COSTUMES
costumes	RING
there	LODGE

ADD A BLEND AND READ

Add br ___ing

Add sl ___ing

Add sw ___ing

WORD FIND

Z	R	I	N	G	Z	MORE
Z	Z	Z	Z	Z	Z	DAY
M	E	Z	D	A	Y	ME
O	Z	Z	Z	Z	Z	GO
R	Z	O	F	F	Z	OFF
E	Z	Z	Z	Z	Z	
Z	Z	Z	G	O	T	

THE STORY

1. When did the author get her engagement ring?

_____

2. Where was the party?

_____

3. How many people were there?

_____

YOUR TURN - TELL ABOUT YOU

1. Do you like to go to parties?
2. Do you remember a special Halloween costume?

STORY OF PIGS
by Lyle Nearhood

call	pigs	snow
dark	help	there

I got
a phone call
one night
when the pigs got
out of the pen.
We all went over
to Houtsdale
to put the pigs
in their pens.
It snowed
over there.

It was dark
when we
went over there
to put the pigs
in their pen.
We used
flashlights
to see in the pen.
One was hard
to get in
with the other pigs.
Dad and Mom
went over with us
to put the pigs
in their pen.

Dale has
three big pigs
over at his
grandmother's.
He keeps them
over there
because
we're not allowed
to keep them
over here.
I like to help
to take care
of them.

Every other Sunday
we go over
to Houtsdale
so we can see them
growing up.

FILL IN THE MISSING WORDS

1. I got a phone _____ one night.

2. The _____ got out of the pen.

3. It _____ over there.

4. It was _____ when we went over there.

5. Dad and Mom went with us to put the pigs in their _____.

6. I like to _____ take care of them.

ADD S AND READ

ONE	MORE THAN ONE
pig	pig__
pen	pen__
light	light__
Sunday	Sunday__
call	call__

MATCH THE WORDS

pigs	SNOW
pen	HELP
help	CALL
dark	PIGS
snow	DARK
call	PEN

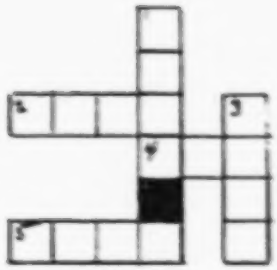
CROSSWORD PUZZLE

ACROSS

2. I got a phone _____.
4. The pigs live in a _____.
5. The _____ got out.

DOWN

1. I like to _____ care for them.
3. It will _____ in the winter.



WORD BANK

call pigs
pen snow
helps

THE STORY

1. Did it snow in Houtsdale?

_____

2. How many pigs does Dale have?

_____

3. Does the author like to help take care of the pigs?

_____

YOUR TURN - TELL ABOUT YOU

1. Have you ever been around pigs?

2. Would you like to take care of animals?

SARAH'S HOUSE
by Sarah Koston

attic	picture	window
house	room	friend

I live in a big
yellow and white house
at the end
of a long lane.
The porch
is on the front
of this house.
There are three
big windows
on the front.
The door is
at the front
of the house
between the windows.
The house is three
stories high.
There is
an attic
at the top.
The next floor
has four
bedrooms.
There are five rooms
on the main floor
and a big cellar
is under
the whole house.

My favorite room
is my bedroom
I sleep
in a large bed.
I have
two dressers
and a large
wardrobe.
I have
four pictures
on my dresser.
One picture
is of Rosemary
who is
my niece.
One is my
great-nephew,
Brian.
One is my
friend, Jean,
and the last one
is Sharon.
I see
fields and trees
out my
bedroom windows.
I see
the backyard
and the cornfield
and pasture fields
with the cows.
There is
a picnic table
and a long lane,
a smokehouse
and an outside
bathroom too.
There is
a hayfield
with an
outside gate.
I like this place
where I live.

FILL IN THE MISSING WORDS

1. I live in a big yellow and white _____.
2. There is an _____ at the top.
3. My favorite _____ is my bedroom.
4. I have four _____ on my dresser
5. I see fields and trees out my bedroom _____.
6. I like this _____ where I live.

ADD S AND READ

ONE	MORE THEN ONE
house	house__
picture	picture__
table	table__
window	window__
friend	friend__

MATCH THE OPPOSITE WORDS

sleep	beginning
big	bottom
top	little
end	wake
open	shut

WORD FIND

R	O	O	M	D	D	D	D	WINDOW
A	T	T	I	C	D	D	D	ATTIC
D	P	I	C	T	U	R	E	PICTURE
D	D	H	O	U	S	E	D	ROOM
D	W	I	N	D	O	W	D	HOUSE

THE STORY

1. What are the colors of Sarah's house?

_____

2. What is Sarah's favorite room?

_____

3. How many pictures does Sarah have on her dresser?

_____

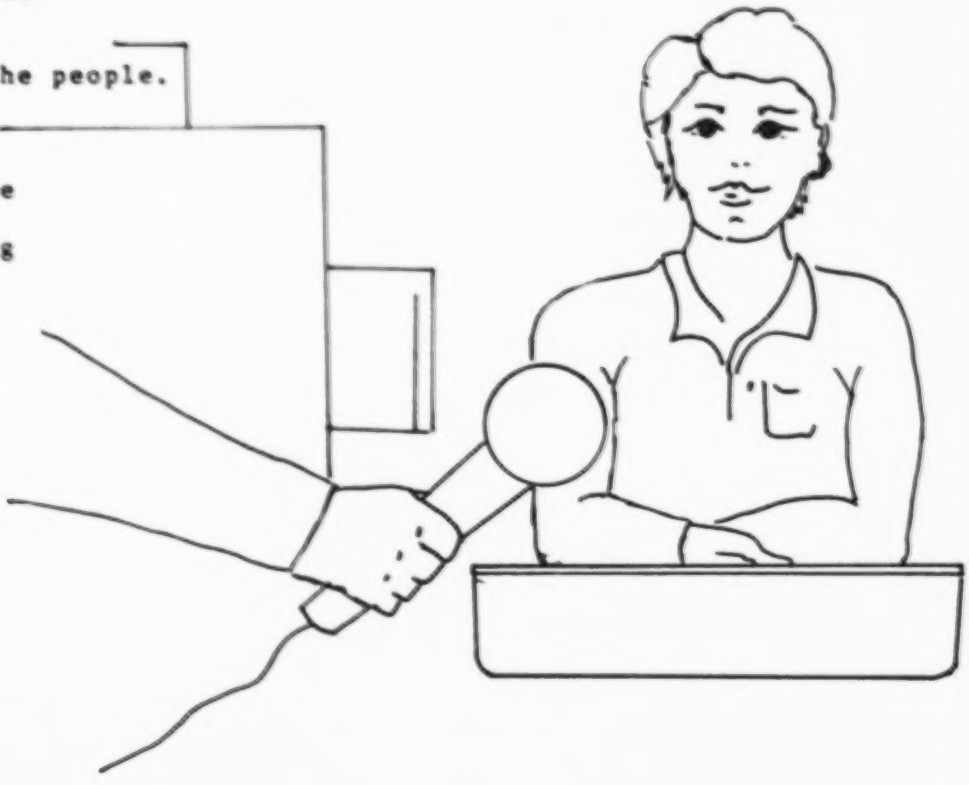
YOUR TURN - TELL ABOUT YOU

1. Describe the house you would like to live in.

A SPECIAL DAY
by Martha Snyder

class	people	television
filming	special	

This was
a special day
in our class today
in Millheim.
Some people
from the television
station in
State College
came to our class.
There were
bright lights.
They were
filming us
while we were working
in our books.
Then they asked me
questions about
how I got started
in class
and how I like
the class and the people.
I really like
the class
and the people
because they are
very friendly
and I'm learning
so much.



The project
by Penn State
University
will be shown
on television
in March.
This film tells
about adult
education
in our area.

FILL IN THE MISSING WORDS

1. This was a _____ day.

2. Some _____ from the television station in State College came to our class.

3. They were _____ us while we were working with our books.

4. I really like the _____.

5. The project will be shown on _____.

WORD FAMILIES

FILL IN THE LETTER AND READ

Add l __ight

Add f __ight

Add n __ight

Add m __ight

Add r __ight

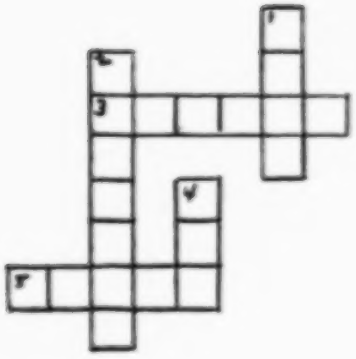
Add s __ight

Add t __ight

MATCH THE OPPOSITE WORDS

today	play
light	night
day	yesterday
work	dark
like	hate

CROSSWORD PUZZLE



ACROSS

3. Some _____ came to class.
5. I like my _____.

DOWN

1. You use _____ in a camera.
2. Today was a _____ day.
4. Today ____ a special day.

WORD BANK

people film
special was
class

THE STORY

1. Who came to the author's class?

_____

2. What did the people ask the author?

_____

3. When will the project be shown on television?

_____

YOUR TURN - TELL ABOUT YOU

1. Have you ever watched a television show being filmed?
2. Tell about a special day in your life.

STUDENT EVALUATION

1. Did you enjoy the readers and the exercises for the stories?

2. What story or stories interested you most?

3. What story or stories did you like least?

4. Did you write your own story with your tutor?

5. Did you enjoy reading your own story?

6. Did you learn the meaning of words you used in telling your story?

7. Would you like to continue writing your own experience stories?

8. Do you have anything to add about reading these stories or writing your own?

TUTOR EVALUATION

1. Was the tutor guide helpful in preparing you to use the readers?

2. Were the stories interesting to your student? Why or why not?

3. Were the exercises helpful to your student in understanding the story? Why or why not?

4. What would you like to see changed in the exercises?

5. Did the stories and the exercises encourage your student to write his or her own experience?

6. Did the stories improve the overall quality of your lessons?

Comments_____

_____

_____

_____

_____